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ABSTRACT

The document details the development of a project to provide adult students with the academic and work skills required for admission to the Regional Skill Center, which is an adult technical school serving Erie County, Pennsylvania. The body of the report summarizes the following project outcomes: development of a four-tiered system of work force preparation classes; collection of data on the local adult population's academic preparedness; revision of the Regional Skill Center's training curriculum to include mandatory academic instruction in mathematics and communication; development of a draft "cognitive umbrella" unifying a range of services delivered through the adult basic education system; incorporation of employers into program planning and implementation; and provision of direct instructional services to approximately 50 adults. Appendixes constituting approximately 80% of this report contain the following: data from Regional Skill Center testing; manufacturers association employer expectation list; intermediate unit 5 employability modules; letter regarding mandatory courses at the Regional Skill Center; individual profile from the Wonderlic Basic Skills Tests with notes regarding interpretation; pre- and posttesting charts and comments; sample completed individual interview form; applied communication flyer; information regarding industry participation; handout from presentation to the manufacturers association; and Wonderlic test battery information. (MN)

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ED 419 115

School-to-Work

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Fiscal Year 96-97

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Project Number: 098-7005
Federal Allocation: $ 14,214

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ABSTRACT PAGE Project # 98-7005

Grant Recipient
Agency: Northwest Tri-County Intermediate Unit

Address: 252 Waterford Street

Edinboro, PA 16412

Project Title: IU 5 School to Work

Federal
Funding: $14,214

Project Director: Dr. Richard C. Gacka

Duration of Project: From: July 1, 1996 To: June 30, 1997

Project Purpose:

This project was originally intended to develop a model for an academic/work skills curriculum that was to be a prerequisite for admission to the five training programs available at the Regional Skill Center, an adult technical school serving Erie County, PA. In the course of executing this project the purpose was modified to reflect more generalized employment preparedness. As part of this project, participants showing academic deficiencies received remedial services utilizing one or more of a series of modular employability classes. Assessment of student skill levels was completed and a framework for service delivery was developed.

Project Outcomes:

The project achieved several of its objectives and resulted in the following:

- Development of a four tiered system of workforce preparation classes
- Collection of data on the academic preparedness of the adult population
- Revision of the Regional Skill Center training curriculum to include mandatory academic instruction in math and communication.
- Development of a draft "cognitive umbrella" that conceptually pulled together a range of services delivered through the ABE system.
- Employers were incorporated into program planning and implementation.

Impact:

The project resulted in the development of four sixty hour workforce preparation curriculum modules, modification of the teaching sequence in vocational classes at the Regional Skill Center, assessment of students and development of academic profiles for various client populations and provided direct instructional services to approximately 50 adults.

Products:

1. A four tiered Adult Education Employability Curriculum
2. A statistical report on the impact of curriculum implementation.
3. A application to present project results at the PAACE Winter Conference.
4. A draft of a concept paper on adult education and employability
4. A written report submitted to Advance and the Bureau of Adult Basic and Literacy Education.

Project Continuation and/or Future Implications:

The Employability Curriculum developed under this project is being implemented during FY 97-98 using existing ABLE funds and three additional class will be developed with anticipated new funding. The Regional Skill Center has modified it's curriculum to include mandatory mathematics instruction and the Intermediate Unit Adult Education Program will provide those instructional services. Additional instruction utilizing the AIT Applied Communications curriculum has been added to the RSC curriculum but is paid from RSC funds. A Sec. 353 grant to continue the employability project has been approved for FY 97-98, and additional classes are being planned in conjunction with the Corry Higher Education Council and North Coast High School. Plans for an ESL employability class have been discussed.

Several employers have integrated the curriculum into their employee recruitment programs and ask for course credentials to be attached to job applications.

Conclusions/Recommendations

"School-to-Work" is a term describing a heterogeneous group of employment related issues. This project achieved movement toward linking the terminology with a predetermined program of studies. Several problems, most dealing with the logistics of delivering adult education services were encountered. While client resistance to such coursework was initially received, participation in job interviews, company testing, etc. resulted in clients later acknowledging the value of formal academic instruction.

Additional Comments:

The activities initiated through this grant will be continued as part of a systemic restructuring of ABLE funded programs within the agency. All academic classes are being encouraged to move toward the competency based model developed through this grant.

D. Introduction to Main Body of the Final Report

1. The purpose of this project was to develop models for the provision of Adult Basic Education in the context of a workforce preparation system. The objectives included:

- Development of models for academic/work skills curriculum that serve as a prerequisites to admission to the five training programs available at the Regional Skill Center.
- Assess the academic impact of the employability training models.
- Revise the existing IU 5 ABLE curriculum to include a formal workforce preparation component.

The preceding goals were developed using historical admissions assessment[1] data from the Regional Skill Center. The data indicates a generalized weakness in the academic skills of applicants. Additionally, private testing done with local companies, verified the generalized low academic preparedness of the existing workforce. The major objective of this grant was to develop programs which would have greater impact on the employability skills of the participants than typical literacy or ABE classes. A second key objective was to achieve employer involvement in the development and operation of employability modules.

2. The project was operated from July 1, 1996 through June 30, 1997. The project will be continued through Pennsylvania Act 143 funding or Adult Education Act Sec. 322 funding during the 97-98 school year.

3. The following personnel participated in the implementation of this project:

Dr. Richard Gacka	• Project supervision and administration. • Creation of course competencies. • Creation of project flyers and publicity. • Document layout and development. • Presentations to various groups of employers and students.. • Complete statistical analysis of client test data. • Act as liaison with other agency programs. • Development of the final report.
Mr. Al Post	• Coordination of the review by local employers of the draft competencies. • Job placements • Provided instruction to Corry employability classes. • Maintained documentation of all classes
Mr. James Willats	• Administrator of Regional Skill Center • Coordination of classes operated through RSC both on-site and as outreach programs.

[1] For the past three years the Intermediate Unit has provided pre-admission academic screening to the Regional Skill Center. An annual statistical summary of the applicant population is provided to the RSC.

Ms. Bootsie Barbour	• Coordination of student assessments.
Mr. Steve Bishop	• Director of Corry Higher Education Council • Coordinated publicity and provided on-site monitoring of the program. • Coordinated use of the Corry facility and equipment by project students.
Mary Gall	• Instructor, Corry classes
Bill Cross	• Instructor, Corry classes
Naomi Deering	• Instructor, Erie Job Center class
Mr. Tom Newhouse	• Director, Erie Job Center

4. This report would be of primary interest to program supervisors and coordinators, although teachers might find the four levels of academic instruction interesting. Persons serving special needs populations might be interested specifically in the Work Hardening and Employability Level I modules.

5. Copies designated in the Final Report Guidelines will be submitted to the PA Bureau of Adult Basic and Literacy Education Programs and AdvancE, and the Western Pennsylvania Adult Literacy Resource Center.

Body of the Report

1. Statement of the Problem

Approximately 70% of the adults applying for admission for technical training at the Regional Occupational Skill Center demonstrate academic skills determined to be below the minimum level required for success in formal post-secondary training. This is based on standardized testing of all applicants to the Regional Occupational Skill Center over a three year period. (Appendix A). Formal presentation of the results of this testing has been made to the Regional Occupational Skill Center administration. The results are currently being utilized in the implementation of an academic component to be offered in conjunction with the technical skill training curriculum. Participants are expected to seek eventual employment within the unskilled through certificate levels of preparation. A "continuum of training." is being developed jointly by Regional Occupational Skill Center staff, Intermediate Unit 5 Adult Education staff and personnel from Penn State Erie, The Behrend College. Each "continuum" addresses the educational needs within an occupational cluster, ranging from those needed for low or unskilled employment (i.e., materials handlers) through "technician" levels of employment. This proposal expanded upon the concept of a continuum of training. Instruction was provided to individuals who were unemployed or under-employed because of poor educational backgrounds, the length of time since attending school, or the lack of prerequisite reading, arithmetic, and/or communication skills. Several related problems were also addressed by this proposal:

a. Prior to this project, many applicants to the Regional Skill Center were identified as lacking prerequisite academic skills but did not voluntarily utilize available Adult Basic Education programs. For the past year, direct phone contacts had been made with individuals who scored poorly on the admissions testing, but few enrolled in available classes. The lack of leverage and clear linkage between academic preparedness and admission to technical training resulted in much lower levels of participation in "open entry" programs than test data indicated would be

appropriate. Unfortunately, failure to address the issue of academic deficiency frequently prevented success in training and only postponed the need to address the underlying problem. Inclusion of academic training as a Regional Skill Center course requirement, accomplished through this project addressed this chronic lack of participation.

b. Materials in many traditional adult basic education programs are not consistent with the reality of actual academic demands found in a quality adult technical curriculum. Traditional "remedial" content fell well short of the math and technical reading skills required of an "entry level" technical training program. Increasing difficulty and academic rigor needed to be built into the curriculum if students were to be successful in the machine shop, plastics, or welding labs. Materials needed to be relevant to the technical training programs and "applied" or manipulative in nature. Curriculum materials proposed in this project address both of those issues and have been incorporated into the ongoing classes offered at the RSC.

c. Many applicants, because they were not initially admitted for training, refused to pursue any recommended "remedial" training. This resulted in many individuals failing to reach their true potential and/or achieving training because they did not address their underlying academic deficiencies. This project was designed to fill the voids within the training programs and provide applicants with an opportunity to refresh underlying academic skills while becoming acclimated to the Regional Skill Center. Having on-site academic classes increased the number of students who pursue training.

e. Adult education programs are not sufficiently available to serve the large population of adults who require academic instruction prerequisite to some type of formal post-secondary training. Those programs that do exist are reliant upon ongoing Pennsylvania Department of Education Adult Basic and Literacy Education funding

f. Studies indicate that in addition to academic skills, there is a range of "work readiness" skills that are needed for success in training and employment. Frequently, students with adequate potential and academic skills fail to be successful in training because of weaknesses in these underlying behavioral areas. Concurrent with academic instruction, employability program modules provided structure and training in areas such as interpersonal skills, response to supervision, quality consciousness, appearance and grooming, and other "soft skills" that underlie employment. See Appendix B for a listing developed by the local Manufacturer's Association outlining the qualities desired in an employee and the rating form used in this project.

2. Goals and Objectives with which to explore the problem.

The following goals proposed for implementation through this project:

A. Development of a curriculum that is targeted toward adults who show academic deficiencies and who are seeking admission to certificate level technical training programs in the areas of Pre-Apprentice Tool and Die, Industrial Maintenance, Machining Technology, Plastics Technology, and Welding Technology. The curriculum will be drawn from national curriculum models developed in conjunction with Tech Prep and School-to-Work implementation. (Appendix C)

B. Development of a career assessment and guidance component linked to the academic training component will address both career planning and work readiness issues. Many individuals seeking admission to the RSC are not certain as to the most appropriate training program and some show deficiencies in underlying work readiness areas such as punctuality, appearance, and interpersonal skills. Many enter training unaware of the ongoing training requirements that they will face. The proposed services will acquaint prospective applicants with information on career pathways and the prospects of lifelong learning.

C. Development of a relationship with the Erie County Technical Institute that will lead to future funding for students resulting in ongoing provision of the school-to-work services after the close of this Section 353 project.

D. Development of a rigorous applied academic curriculum that is industry verified as being the prerequisite needed for success in certificate level skilled training.

E. Dissemination of the adult school-to-work curriculum and organizational materials to at least three additional sites. To facilitate this, visitations to the Regional Occupational Skill Center program will be scheduled and presentations outlining the program will be submitted to the Pennsylvania Association for Adult Continuing Education Mid-Winter Conference.

3. Procedures employed to study or explore the problem

a. Making enrollment in the academic-work readiness program a prerequisite for admission to the RSC or making completion of one of the employability modules a prerequisite to acceptance of an application for employment, dramatically increased the number of adults who were provided with an industry linked program of academic studies. At the same time, it increased the average number of hours of instruction received. For those individuals showing severe academic deficiencies, and those who required more extensive programming than the time limited program outlined in this proposal, referral was made more traditional service models.

b. Curriculum and guidance activities delivered as part of this project were integrated with the ongoing school-to-work activities. This primarily took the form of utilizing local employers to review curriculum drafts and to provide information relative to employer expectations for "new hires."

c. Client proficiencies in academic and work readiness were profiled and reviewed individually with the clients.

d. Project curriculum was linked directly to the expectations of employers.

e. Students were provided with an individual profile of their academic skills and the opportunity to discuss the occupational considerations reflected by their scores. Profiles for the group were developed.

4. Which objectives were met and how (positive results).

Goal	Positive Results
A: Development of a curriculum targeted toward adults who show academic deficiencies and who are seeking admission to certificate level technical training programs	• This objective was expanded and was achieved: • The Regional Skill Center initiated a mandatory basic mathematics class building upon the CORD Applied Arithmetic program which is promoted by the regional Tech Prep program. • A second series of adult education workplace "modules" were developed and field tested. The modules range in their area of focus and degree of academic rigor. The levels were (arranged from least rigorous to most rigorous): Work Hardening, Employability I, Employability II, and Employability III. (Appendix D) • Implementation of the mandatory classes has added increased meaning to the ongoing academic screening program which the Intermediate Unit provides for the Regional Skill Center. It is now possible to assure intervention to admitted students who display weakness on the admissions screening test. The classes met the requirements of 50 hours of instruction as designated in the draft program standards. (Appendix E)
B. Development of a career assessment and guidance component linked to the academic training component that will address both career planning and work readiness issues	• All students participating in the employability classes were administered a standardized test battery. Based on the test results the students were placed into one of the aforementioned programs. (Appendix F) • The test results proved to be a valid basis for group assignment and advisement relative to the type of employment for which the individuals would be best suited - unskilled, low skilled, or technical. • Students completing the Employability II or III programs were referred for post secondary study or employment. (Appendix G) • Pre-post analysis of student performance was completed. (Appendix H) • Students at the Corry and Job Center sites were provided with exit interviews during which their competency levels were reviewed. At the Corry site, students were provided with signed copies of their module competency analysis. (Appendix I). • All completers were given a certificate of participation. • Several of the participants obtained employment as a result of

	participation.
C. Development of a relationship with the Erie County Technical Institute that will lead to future funding	Did not achieve this goal – See following section
D. Development of a rigorous applied academic curriculum that is industry verified	• The Regional Skill Center initiated mandatory math programs using units from the CORD applied math curriculum. (Appendix C) • The Regional Skill Center initiated mandatory communications classes using the AIT applied communications program. (Appendix J) • The Employability III programs provide academic instruction at levels which are higher than the traditional "literacy" curriculum. • The employability "modules" were reviewed by several employers, generally with a positive response. At the Corry site, Viking Plastics Co. asked for a second session of employability II program and indicated their intent to interview for possible employment from the list of program completes. (Appendix K) • Viking Plastics indicated their intent to require a module competency checklist to be appended to all applications.
E. Dissemination of the adult school-to-work curriculum and organizational materials to at least three additional sites.	• The "modules" developed under this project will be presented at the 1998 Mid Winter PAACE conference. • The "modules" developed under this project were presented at the JTPA statewide conference. • The "modules" developed under this project were presented to the Plastics Roundtable of the Manufacturers Association of NW PA. (Appendix L)

5. Which objectives were not met and why.

Goal	Negative Results
A: Development of a curriculum targeted toward adults who show academic deficiencies and who are seeking admission to certificate level technical training programs	The program which was provided at the Erie Job Center did not meet expectations and failed to achieve the planned inter-agency coordination. The "module" program at the Regional Skill Center was not successful due to low enrollments. The program was modified to utilize a "unit" format embedded inside of the training component.
B. Development of a career assessment and guidance component linked to the academic training component that will	None given

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address both career planning and work readiness issues	[redacted]
C. Development of a relationship with the Erie County Technical Institute that will lead to future funding	This goal was not achieved.
D. Development of a rigorous applied academic curriculum that is industry verified	No negative results [redacted]
E. Dissemination of the adult school-to-work curriculum and organizational materials to at least three additional sites.	[redacted]

6. Evaluation instrument(s) and technique(s) used and the results of the evaluation(s).

The performance of students was evaluated in two ways:

- All applicants to the Job Center and Corry Center classes were administered the Wonderlic Test Battery. This is the same test battery which is used in the general Intermediate Unit Adult Education program, the applicant testing program at the Regional Skill Center, and in an employee testing program operated through the Regional Skill Center. (Appendix M)
- All students who completed the program were provided with a individual exit interview during which their level of mastery of all module competencies were discussed. The student was provided with a written "checklist" of the module competencies. (Appendix I)

The data from all students was collected into a summary Excel Spreadsheet and formal analyses were completed. Charts illustrating the findings are attached in Appendix H. More comprehensive analysis of the data is scheduled as a project Equal program improvement project for the 97-98 fiscal year.

7. The procedure for the dissemination of the findings and the product(s). Copies designated in the Final Report Guidelines will be submitted to the PA Bureau of Adult Basic and Literacy Education Programs and AdvancE, and the Western Pennsylvania Adult Literacy Resource Center

The results of the study will be included in a presentation to the PAACE Mid-Winter conference.

Conclusions

1. As noted in an earlier Section 353 project, the terminology of "School-to-Work" does not adequately describe the situation which exists within the adult population. "Workforce Preparation" would be a better term for ABE services to the population of individuals who are not associated with any "special needs" population but who need academic instruction in order to meet minimum competencies for employability. Any agency considering such a

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program should be aware of the implications that a term (i.e. label) carries with it, and the potential that the terminology has to confuse the intent of the project. "School-to-Work" when dealing with adults is confusing. "Work readiness," "Employment Preparation," etc. better describe what will be done in the classes, and as a result is less confusing to the clients.

2. Extensive testing of the applicant population at the Regional Skill Center shows clearly that there is a large group of non-affiliated adults (not active clients of any agency) who show moderate to severe academic deficiencies. Generally, traditional Adult Basic Education providers do not address this population even though: a) their academic deficits present real barriers to their employability or advancement and b) as a group they show greater potential for advancement than many traditionally served sub-populations. There is a vast untapped population of adults in need of academic services and who represent a valid potential client population for ABLE service.

3. Two factors emerge that are critical to the success of any employability program: a) the level of commitment shown by the director of the host agency, and b) the degree to which the personality characteristics of the staff blend with those of the students. In this project two implementation efforts were not successful and two were. In large part, the successes were due to the commitment of the site director and the personalities of the instructors. In the efforts which were not successful, there clearly was a lack of direct concern by the project director, leaving staff on their own to implement programs. While some agencies promised the moon, they did not always deliver. A key variable in any agreement is the degree of leadership of the agency administration.

4. As a group, the adult population in need of ABLE service is extremely short sighted and pragmatic. They are not motivated by theory and they look for almost immediate feedback for their efforts. This brings up several important issues:

- "Leverage" is a critical element for any employability program. The leverage in the case of the most successful program came from the knowledge that an identified employer would look at the competency profiles and utilize them in employment decision making.
- The curriculum must be defined and relevant. The "module" program and its format of 60 hours of instruction provides students with the perception of some definite start and end. Additionally, the students appear to favor an approach where the competency expectations of the course were clearly identified.
- The face to face competency review, while somewhat uncomfortable in situations where progress had not been made, was effective in focusing the student's attention on the material to be mastered. It provided data for future planning and an honest assessment of the results of the instruction. It "brings home" the fruits of the students effort or lack of effort.

5. Employers responded favorably to the practical "competency based" program curriculum, one targeted to their specific needs. They tended not to be interested in theory or rationale, rather, they had immediate problems inside their companies and were looking for assistance in solving them. The current economic environment has resulted in employers having to tap potential employee pools that in the past they have not had the need to engage. These populations bring a myriad of problems to the employer's doorstep.

6. It is possible to use the Wonderlic test battery to identify those students who show promise for success in the higher level classes. In cases where logistics (i.e. transportation) resulted in the enrollment of a student into an Employability Level II program when their test results indicated that an Employability Level I class would be appropriate, the individuals were not able to keep up with other students or grasp the material to the degree

desired for level II. The Employability Level I classes are designed to prepare an individual for unskilled to low skilled employment. Any skilled employment would require performance at least at Level II. For some students, Employability Level I may represent the optimal range of their performance.

7. Students were very interested in their test results and in the review of their competencies. They responded positively to having data presented to them, in place of vague information such as "you're doing well." When presented with "what they need to demonstrate to their teacher" they focused and worked toward mastery of that skill.

8. As successful presentations are documented, the "module" format of the employability classes leads naturally to the development of a teacher "lesson bank". The long range intent is to allow employers to pick specific lessons from this data bank, in effect, customizing the program to their needs. The closed format, i.e. 20 three hour classes, allows a very pragmatic approach, i.e. "We have 20 classes which would allow about 35 different lessons, here is a bank of 200 lessons, which ones do you want included in your 20 classes?" This pragmatic approach resonates well with employers.

9. It is generally not practical with adults to try to offset the effects of a lifetime of poor decision making, minimal interest, or ineffective education. As adults, they have outside responsibilities and are not the "captive audience" that school age students represent. As a result, any intervention program has to look at the time that they will have available with the clients, identify what they want to achieve in that period of time, and then carry out a structured set of activities to achieve those goals. To be honest, although politically incorrect, many students will need more than any "module" based system can provide in the time available. Some will never complete all the competencies in the lowest level module. As a result, there seems to be a need for a two tiered system. The module level can bring critical issues to the forefront and provide intensive short term instruction; there are students for whom this would be appropriate. However, there also seems to be a need for backup long term comprehensive instructional services. In terms of ABLE service delivery, both levels of service should be considered.

10. Discussions with employers emphasized the fact that behavioral and attitudinal factors are as critical as academic and technical skills, especially at the Employability I and II levels. They are interested in information about student performance in areas such as attendance, ability to get along with others, response to supervision, concern for quality, etc. as much as they are interested in academic levels. Because of this, a behavioral checklist was developed (Appendix B) and implemented as a requirement for all Employability modules. Also included in Appendix B is a listing of skills which employers desire in new employees. The list was developed by the regional Manufacturers Association and distributed to various groups as they made presentations to high school students about the transition from school to work. The list is equally applicable for adults.

Recommendations

1. Continue the ABLE funded mathematics program at the Regional Skill Center. Such coordination places ABLE programs at the heart of regional workforce development effort and establishes ABLE as the principle contact as academic RSC and more generalized "workforce development" offerings are expanded. Integrating instruction with the "shop teachers" assures the relevance of the instruction.

2. Integrate the four Employability modules into the regular 97-98 Intermediate Unit Adult Education program offerings. This has been implemented.

3. Utilize the competency focus which is so evident in the Employability modules as a model for implementation in the Intermediate unit "long term" basic education programs. This has been undertaken as part of the agency self-improvement plan.

4. Along with the competency focus, establish "applied" lessons in all of the "long term" basic education programs operated by the Intermediate Unit. This has been undertaken as part of the agency self-improvement program.

5. Continue to refine the various Employability modules, "fine tuning" them to meet the needs of the various geographic locales where programs are offered. As part of this effort build a resource library of validated lessons for each employability level.

6. Explore future funding opportunities that might become available through various welfare-to-work, employment enhancement and other state an local grants. Explore funding of the Employability III module through the Technical Institute as "community college" credit courses.

7. Continue discussions with employers regarding the Employability modules, emphasizing their possible use as a formal prerequisite to employment.

8. Require written inter-agency pre-service agreements that clearly outline mutual expectations prior to implementation of any projects. In effect, agencies would contract for implementation of an Employability module containing clear specifications outlining responsibilities of recruiting agency, host facility, students, program evaluator and the instructional provider.

7. Incorporate the "Employability Skills/Work Related Skill Checklist" into all Intermediate Unit ABLE funded programs. This has been implemented for FY 97-98.

8. Integrate the behaviors listed on the Manufacturers Association "What Employers are Looking For" handout into the curriculum of all Intermediate Unit Adult Basic Education Classes.

APPENDIX A

Tri-County Intermediate Unit
Adult Education Project
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e-mail Error! Bookmark not defined.

Mr. James Willats
Administrator, Regional Skill Center
8500 Oliver Rd.
Erie, PA 16509-4699

Jim:

Attached you will find the statistical analysis of the applicant testing program for the period 1994-95 through 1996-97. During that period 1,155 individuals were tested with the Wonderlic battery of ability and achievement tests. The testing has been conducted by the Intermediate Unit as part of its adult basic education program funded by the Pennsylvania Department of Education (PDE), Bureau of Adult Basic and Literacy Education (ABLE).

What is most remarkable about the test data is the consistency of scores across a three year period. The overall patterns remain the same:

- Reading skills are stronger than math skills, but below the desired minimum score at GED Level 3.
- Math skills are poor, deteriorating sharply at GED Level 3.
- Ability scores remain constant, although at a slightly below average level.

However, the RSC academic scores were consistently above the average score for adults in the test normative population.

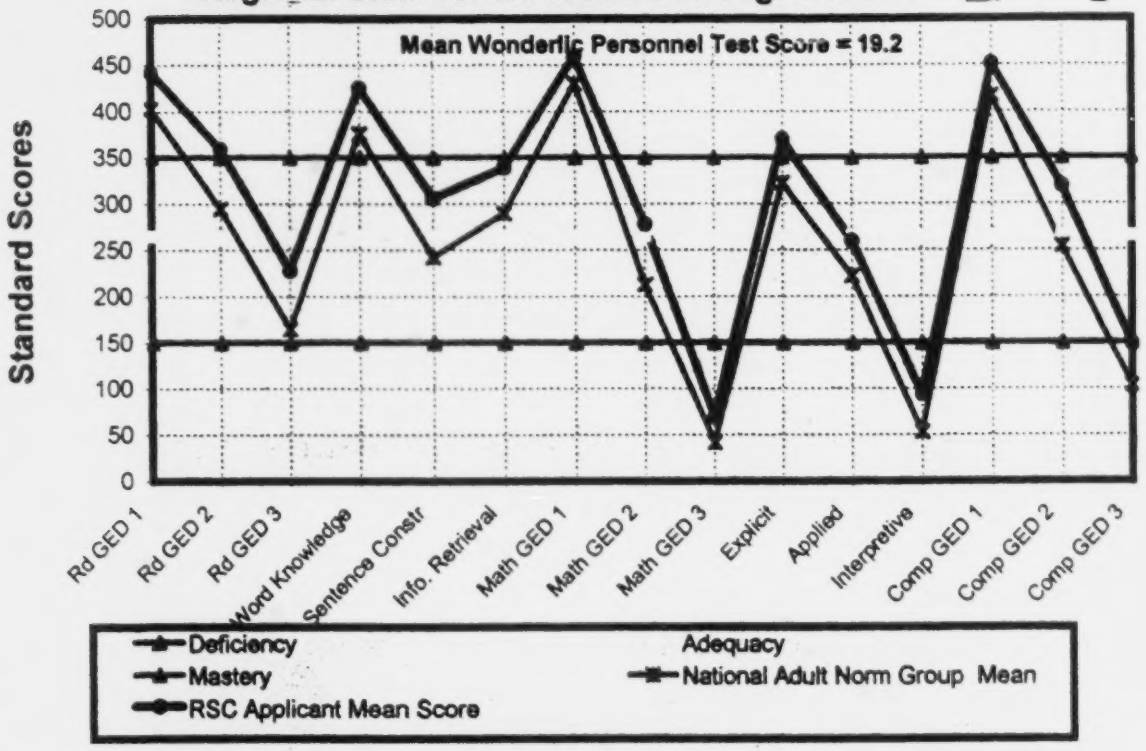
The data supports the contention that a large percentage of applicants to the RSC are in need of remedial academic instruction. During the past year only a small number of applicants showed strong mastery of reading at GED Level 3 and only five students showed mastery in mathematics at the GED 3 Level. There continues to be a sub-population of applicants who have extreme academic problems, 16% in GED Levels 1 and 2 in reading for FY 96-97 and 11% in math. However, 43% achieved at GED Level 3 in Reading but only 7% obtained that level in mathematics.

Test scores appear to be increasing slightly since 94-95. The consistency in test scores across time is shown clearly in the RSC Comparison of WBST ... line chart. The slight increase in ability and achievement scores is shown in the three scattergrams near the end of the report. The scores were sorted by date and the trend line plotted for the three variables. Scores in all areas are increasing, although at a slow pace.

I hope that this information will be useful to your and your staff. If you would like a more detailed explanation please feel free to call.

Richard C. Gacka
Director, Adult Education Programs.

WBST Profile: Mean Scores for 1,155 Applicants to the Regional Skill Center 1994-95 through 1996-97



WBST GED level 1 tests basic skills in reading and math. In mathematics it measures basic addition, subtraction, multiplication, and division. In reading it measures basic word knowledge, and the understanding of simple grammatical styles. Generally, the content measured at GED Level 1 approximates the material which is taught in mid to upper elementary grades.

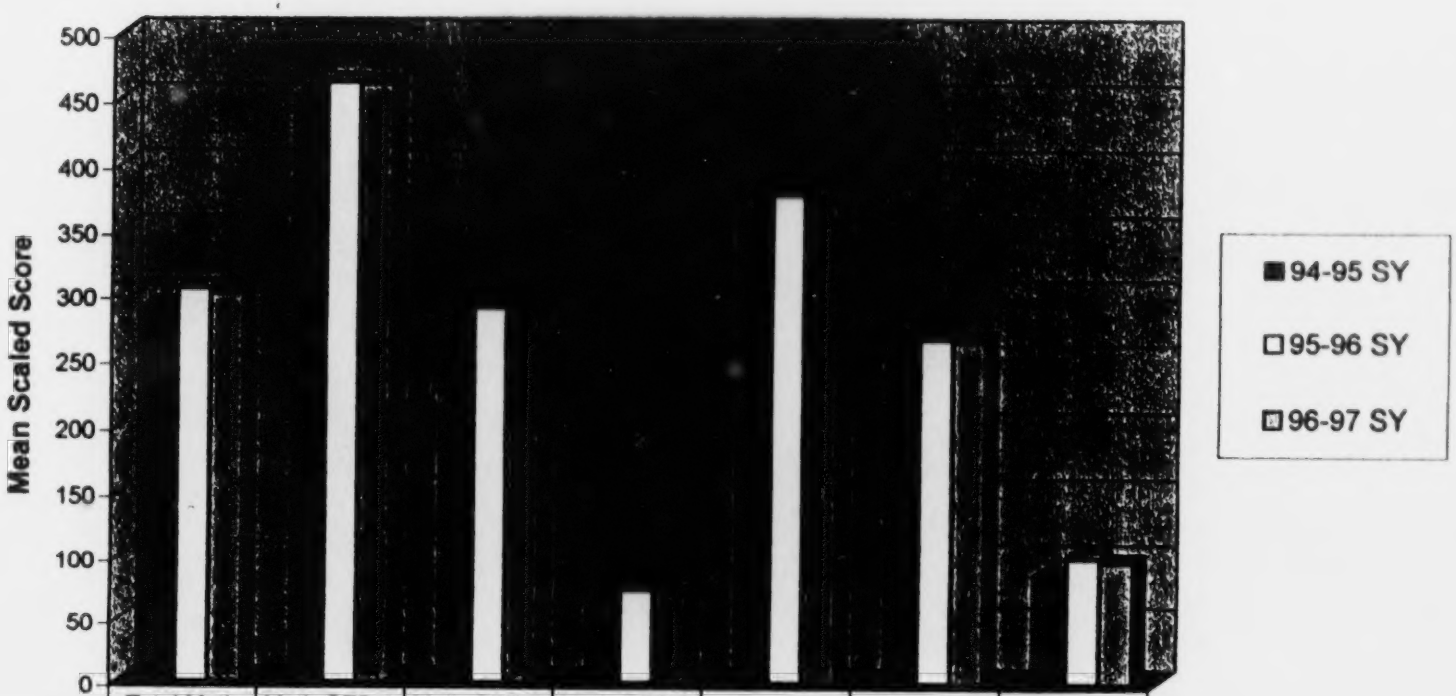
WBST GED Level 2 tests somewhat more advanced skills. In mathematics it measures fractions and decimals and the use of basic computations to solve simple problems. In reading it tests more advanced levels and the comprehension of somewhat more difficult material. Generally, the content measured at GED Level 2 approximates the material taught in grades 6 through 8.

WBST GED Level 3 tests advanced skills. In mathematics it measures the ability to read tables and utilize data to complete multiple step computations to solve more difficult problems. In reading, it tests advanced vocabulary and comprehension. Also at Level 3 the client is asked to interpret and draw inferences from information. Generally, the content measured at GED Level 3 is the material taught in grades 9 through 12.

Studies have indicated that the minimum recommended academic levels for any type of post-secondary training is a GED level of 3 in both reading and math. Ideally, scores at Level 3 should approximate 350 or higher. Scores below 265 in Levels 1 or 2 are indicative of significant difficulty and some "refresher" academic training is strongly recommended prior to the start of actual technical training.

Report Date: 8/25/97

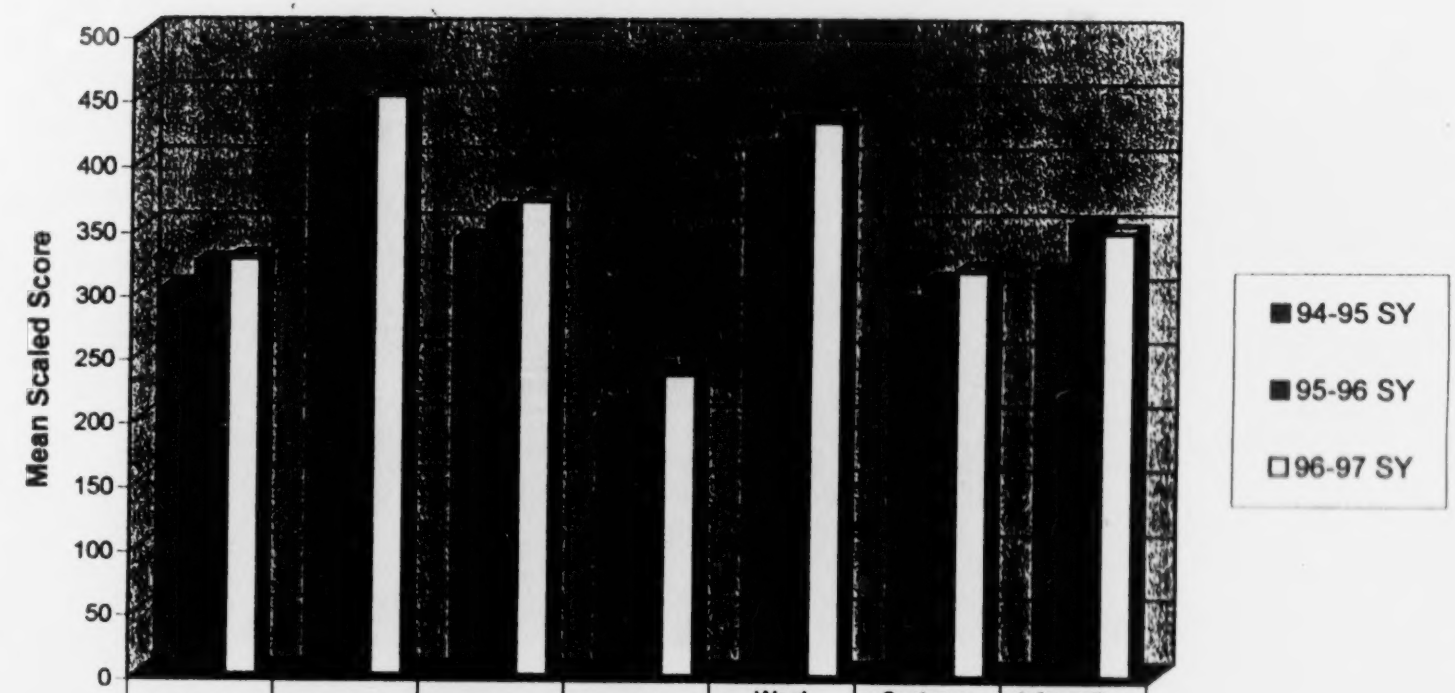
Regional Skill Center Applicant Mean Scores: Math Test
94-95 N=372 95-96 N=356 96-97 N=427



	Total Math	Math GED 1	Math GED 2	Math GED 3	Explicit	Applied	Interpretative
94-95 SY	291	453	264	62	361	252	86
95-96 SY	304	463	290	74	378	266	100
96-97 SY	300	462	281	70	370	264	97

WBST Area

Regional Skill Center Applicant Mean Scores: Reading Test
94-95 N=372 95-96 N=356 96-97 N=427



	Total Verbal	Verbal GED 1	Verbal GED 2	Verbal GED 3	Word Knowledge	Sentence Construction	Information Retrieval
■94-95 SY	303	431	341	210	411	291	317
■95-96 SY	323	442	362	239	430	309	353
□96-97 SY	326	451	371	235	432	317	347

WBST Area

APPENDIX B

Employer Expectations

1. Come to work...everyday...on time...ready to work.
2. Cooperate to get a task done.
3. Make good, smart decisions.
4. Be willing to learn from others. Try out other worker's suggestions.
5. Follow directions.
6. Be willing to compromise.
7. Concentrate on your work and care about the quality of your work.
8. Do your share of the work.
9. Read, write and calculate well.
10. Be polite and friendly – good manners cost you nothing but will gain you a lot of respect.
11. Recognize problems and find solutions.
12. Help make your workplace a pleasant environment. Avoid gossiping, taking sides, complaining, and questioning the way everything is done.
13. Finish a job when you are supposed to without sacrificing quality.
14. Be sensitive to the feelings of others.
15. Be honest and dependable. If you make a mistake, admit it and try harder.
16. Give help when needed.
17. Take the lead and work hard.
18. Communicate well and get along with other people...especially customers.
19. Dress properly and practice good grooming.
20. Be flexible.
21. Have a positive attitude.

EMPLOYABILITY SKILLS PROFILE

Three Categories of Skills That Will Be Required of Workers in the Future:

Academic

1. Communication

Writing

- writing a report by organizing important information and expressing different points of view
- writing legibly, using correct spelling and grammar
- filling out forms; writing orders

Speaking and Listening

- speaking clearly to convey ideas
- using business or technical terms as needed
- listening actively by asking appropriate questions
- giving and taking instructions
- presenting a report and answering questions

Reading

- reading simple and complex instructions such as manuals
- evaluating the quality of written materials you produce or use
- combining and using a variety of information sources: manuals, maps, charts, graphs

2. Mathematics

- performing basic calculations
- calculating fractions, percentages and decimals
- reading charts and diagrams
- using U.S. and metric measures
- calculating distances and weight
- using a calculator to solve problems
- applying basic probability and statistics
- estimating results in problems requiring math
- estimating costs for project materials and human resources, and organizing a timeline

3. Science and Technology

- using scientific processes, hypothesis testing, data collection and analysis to solve problems
- following safety procedures
- using computers as tools to complete tasks as needed
- using a scientific process to solve problems
- applying knowledge of earth, life and physical sciences in work settings
- choosing appropriate tools to complete tasks

4. Problem Solving

- recognizing and defining problems
- determining the source of the problem
- finding new and creative ways to solve the problem
- selecting the best solutions among alternatives
- carrying out decisions and evaluating the results
- determining the extent of the possible harm or danger of a solution

Personal Management

5. Responsibility

- having a good school/work attendance record
- demonstrating self-control where minimum directions and supervision are given
- planning for a decision that significantly impacts your life plans (e.g., choosing a college/career path)
- meeting school/work deadlines

6. Organization

- understanding the task and creating a work plan
- setting high standards for quality and observing details needed to maintain it
- carrying out the actions of the work plan
- reading directions fully, taking notes, and making calculations

7. Flexibility & Initiative

- seeking opportunities to update your own skills
- participating in continuing education and training
- observing, considering, and describing better ways to get a job done
- persisting in completing training on a task until your goal is accomplished
- maintaining high performance standards without supervision
- going beyond what is asked to improve your project
- recognizing a need or opportunity on your own and taking appropriate actions
- accepting new or changed responsibilities

8. Career Development

- developing a personal plan of action to set personal and career goals
- determining personal strengths, weaknesses, and interests relative to specific career areas
- taking steps to achieve career goals
- using the employability skills assessment process to build and improve your personal portfolio

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Teamwork

9. Communicating

- listening to different group members' ideas and asking intelligent questions
- preparing and presenting reports for the team to use
- expressing your own viewpoint
- giving feedback in a positive way
- accepting positive criticism
- using group planning and goal-setting to solve problems

10. Responsiveness

- recognizing differences of gender, age, and culture in team activities
- adding to another member's idea to improve it
- accepting others' cultural traditions
- seeking out understanding of people different than your own background

11. Contributing

- understanding and contributing to the mission of the team
- representing the team to others that assist in the mission
- demonstrating loyalty to the team and showing commitment to the team's growth and improvement
- helping the team identify goals, and contributing to achieving them
- making and following a set of rules and procedures that will contribute to the mission
- helping the team develop to meet needs in the future

12. Membership

Leading

- leading the team in developing its mission and goals
- using a team approach to problem-solving
- delegating work and inspiring followers to complete tasks

Following

- understanding a team decision and working to carry out the goal
- helping other team members accomplish their tasks
- carrying out an assignment
- requesting support or help from the team when needed

Source: Michigan Employability Skills Task Force - October, 1989

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APPENDIX C

APPENDIX D

Work Hardening

Pre-Employability Program

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:

The purpose of the course is to provide participants with the basic behavioral and attitudinal expectancies that they will face in the workplace. The premise of the program is that self-regulation, motivation, and positive attitudes are prerequisites for the development of vocational skills in the areas of mathematics, reading, oral communication, safety, and work related economics. It is assumed that participants will be able to demonstrate all of the competencies contained in the Work Hardening course before they will be granted admission to any of the other employment training programs.

The course will be 60 hours in length, in most cases meeting for 20 sessions each three hours in length.. A calendar of specific classes meetings is developed for each site.

The course is designed for individuals who have no work history or a history of frequent turn over or involuntary termination. The course focuses on the student's motivation, attendance, work habits, and general interpersonal skills. Class content will focus on the student's ability to show personal responsibility and self regulation, dependability and attendance at class, the ability to follow external rules, and the ability to get along with supervisor and co-workers. By the end of the class the individual will have completed an assessment of their skills and will have been observed and rated on the competencies outlined for this course. In effect, students will be presented with situations where underlying self regulatory skills will be required and they will be provided with instruction needed to develop those skills. If behavioral problems continue to exist, students may need to repeat participation until competencies are displayed.

Reasonable "Homework" will be provided to reinforce class activities and to assess the student's ability to comply with external expectancies. Attendance, motivation, compliance with rules, ability to interact with others and emotional control will be closely monitored.

Each participant will be provided with a formal checklist of the competencies they will be expected to develop and demonstrate by the close of the program. As the course progresses, the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency list will be provided to the student. The emphasis of the program in to change observable behaviors and skill competencies that relate to "work ethic" and the ability to comply with external rules and regulations.

Objectives of the course:

1. Provide opportunities for the student to learn and demonstrate the "work ethic" and "self regulatory" skills that will be needed to obtain and sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Monitor and document the student's motivation and self regulatory abilities.
3. Utilize basic academic instruction and completion of relevant community projects as the means to assess the student's ability to comply with external rules.
4. Assess the existence of acceptable behavioral self regulatory and determine readiness for participation in one of the formal employability programs.
5. Provide an appropriate program who would otherwise be disruptive to a Employability class due to a lack of behavioral or self regulatory skills.

Course Costs

The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification

Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact

Richard Gacka Ed.D.
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Work Hardening / Pre-Employability Program - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name _____

	Section 1: Summary Data
Enter % or count	**The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.**
	1. Percentage of class sessions attended
	2. Percentage of class sessions tardy
	3. Percentage of times student came to class prepared
	4. Percentage of "homework" assignments completed
	5. Number of infractions of classroom rules
	6. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3 **0 = Chronic Severe Deficiency - Major problem area** **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from the instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation in approaching assignments
	5. Follows classroom rules
	6. Shows ability to regulate ideas and impulses
	7. Cares about the accuracy of assignments completed
	8. Assumes responsibility for his/her actions
	9. Shows body language which suggests interest and motivation
	10. Spontaneously seeks work to complete (uses time wisely)
	11. Comes to class prepared (pens, paper, assignments, etc.)
	12. Does not talk out or turn or talk while teacher is speaking
	13. Shows an absence of profanity and vulgarity in his/her speech
	14. Attends to required supportive tasks (i.e. child care, transportation)
	15. Cares for the facility and equipment
	16. Shows respect for rights and property of others
	17. Perseveres in the face of difficulty
	18. Controls anger
	19. Maintains a schedule or "to do" system to keep track of assignments
	20. Accepts changes in program routine without incident
	21. Does not disrupt others

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	22. Listens and attends during class
	23. Does not take things from class (stealing supplies, etc.)
	24. Shows no signs of drug or alcohol usage
	25. Does not attend to personal affairs during class (phone calls, etc.)
	26. Stays in seat or work area
	27. Assumes responsibility for his behavior, products and/or decisions
	28. Maintains rapport with instructor
	29. Does not ask for exceptions or special exemptions from rules
	30. Does not touch, hit or antagonize others
	31. Does not eat during class or work time.
	B. Is able to solve basic work related problems such as:
	1. Performs basic mathematical calculations
	1. count and add items involving whole numbers and decimals to 2 places
	2. count and subtract items in whole numbers and decimals to 2 places
	3. count and perform multiplication of whole numbers and decimals
	4. count and perform division of whole numbers
	2. Is able to spontaneously write paragraphs at a readability level of at least 3.0 with:
	1. absence of spelling errors
	2. absence of punctuation and capitalization errors
	3. absence of grammatical errors
	4. internal organization
	5. uses a simple word processor and keyboards at a rate of at least 10 WPM
	6. fills out basic employment and personal information forms
	D. Is able read materials written at a readability level between 3.0 and 5.0.
	1. follows simple written directions to construct something
	2. provides written answers to questions about information presented
	3. reads daily newspaper
	4. reads program student handbook
	E. Shows knowledge of work related issues
	1. describes basic work safety rules
	2. describes of general work site regulations
	3. describes appropriate job interview dress and behavior

Enrollment Dates _____ **to** _____

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment _____ to _____.

Class Instructor _____ **Date** _____

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Employability Level 1

Basic Academic Skill Development

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:
The purposes of the course are to: a) provide participants with an overview of the expectancies they will face in the workplace and b) to provide instruction in the foundation skills of mathematics, reading, oral communication, safety, and work related economics. This course is the second in a hierarchy of four employability programs.

The course will be 60 hours in length, in most cases meeting 20 sessions each three hours in length. A calendar of specific class meetings is developed for each class.

The course is designed for individuals who are currently unemployed, looking for employment, attempting to move to a better paying job and/or who would like a refresher course on the basic academic skills. As part of the course each student's motivation, attendance, work habits, and general interpersonal skills will be monitored. Class content is focused on the ways that basic academic and communication skills are used in the workplace. While basic academic skills are taught, classroom activities are emphasize projects similar to tasks which will be encountered in the workplace.

Emphasis is placed on the refinement of positive "work ethic" skills. It is assumed that students will not display major behavior problems and will be ready to participate in and benefit from a group educational setting. Individuals who display problematic behavior will be asked to complete the Work Hardening program before attempting the Employability 1 program.

At the end of the program the students will have completed a resume and portfolio of their skills. Guest lecturers from local industry will be used in several class presentations. Reasonable "Homework" will be provided to reinforce class activities.

Each participant is provided with a written listing of the competencies which the course is designed to develop. As the course progresses the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency list will be provided to the student.

Objectives of the course:
1. Provide opportunities for the student to demonstrate "work ethic" skills needed to obtain and/or sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Review the basic mathematical processes as they relate to work (Addition through fractions).
3. Review basic reading skills as they relate to work (Following basic written directions, memorandums, reading simple diagrams, etc.)
4. Review various types of basic work related communications (Oral directions, e-mail, business writing,.)
5. Complete career exploration exercises and develop a personal resume and skills portfolio.

Course Costs
The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

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Course Certification
Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact
Richard Gacka
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Employability 1 Program - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name _____

Enter % or count	Section 1: Summary Data The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.
%	1. Percentage of classes attended
	2. Percentage of homework assignments completed
	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3
	0 = Chronic Severe Deficiency - Major problem area **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation
	5. Follows classroom rules
	B. Is able to solve basic work related problems involving
	1. measure and add items involving whole numbers and decimals to .xx
	2. measure and subtract items in whole numbers and decimals to .xx
	3. measure and multiply items in whole numbers and decimals
	4. perform long division with whole numbers and decimals
	5. read simple line and bar charts
	6. is able to measure to within accuracy of 1/2 inch
	7. is able to measure add and subtract fractions and compute common denominator
	C. Is able to spontaneously write materials at a readability level of at least 6.0 with:
	1. absence of spelling errors
	2. absence of punctuation errors
	3. absence of capitalization errors
	4. absence of grammatical errors
	5. internal organization
	6. Completes standard employment forms, reports, and inventories
	D. Is able read materials at a readability level of at least 7.0
	1. follow written directions to construct something

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	2. answer questions about information presented
	E. Is able to describe basic work safety rules
	1. describes required use of safety equipment
	F. Is able to orally present basic ideas
	1. accurately describes a 3 stage process
	2. gives a 2 minute formal report to the class
	G. Shows accurate perceptiveness of academic status
	1. completes a personal portfolio of academic and vocational skills
	2. accurately summarizes the results of assessment of basic academic skills
	3. describes appropriate interview dress and behavior
	4. develops and types a personal resume

Enrollment Dates _____ **to** _____

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment _____ to _____.

Class Instructor _____ **Date** _____

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Employability Skills Level 2
Intermediate Academic Skills Development

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:
The purpose of the course is to provide participants with an overview of the expectancies they will face in the workplace as well as instruction in intermediate level vocational skills in the areas of mathematics, reading, oral communication, safety, and work related economics. This course is the third in a hierarchy of four employability courses. It is assumed that participants will be able to demonstrate the competencies contained in the course Employability Skills Level 1

The course will be 60 hours in length, in most cases meeting 20 sessions each three hours in length. A calendar of specific class meetings is developed for each class.

The course is designed for individuals who are currently employed, looking for employment, or attempting to move to a better paying job and who would like a refresher course on the skills which will are utilized in employment. As part of the course each student's motivation, attendance, work habits, and general interpersonal skills will be monitored. Class content will focus on the ways that basic academic and communication skills are used in the workplace. While intermediate level academic skills are taught, classroom activities are emphasize projects similar to tasks which will be encountered in the workplace. At the end of the class the individual will have completed a resume and portfolio of their skills. Guest lecturers from local industry will be used in several class presentations. Reasonable "Homework" will be provided to reinforce class activities.

Each participant will be provided with a written listing of the competencies which the course is designed to develop. As the course progresses the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency checklist will be provided to the student.

Objectives of the course:
1. Provide opportunities for the student to demonstrate "work ethic" skills needed to sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Review mathematical processes as they relate to work (Fractions, Decimals, Basic Geometry, and Basic Algebra).
3. Review reading skills as they relate to work (Following written directions, memorandums, blueprint reading, etc.)
4. Review types of work related communications (Oral directions, e-mail, business writing,.)
5. Complete career exploration exercises and develop a personal resume and skills portfolio.

Course Costs
The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification
Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact

Richard Gacka
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Employability Skills Level 2 - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name _____

	Section 1: Summary Data
Enter % or count	**The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.**
%	1. Percentage of classes attended
	2. Percentage of homework assignments completed
	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3
	0 = Chronic Severe Deficiency - Major problem area **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation
	5. Follows classroom rules
	B. Is able to solve basic work related problems:
	1. add items involving whole numbers and decimals to .xxxx
	2. subtract items in whole numbers and decimals to .xxxx
	3. multiply items in whole numbers and decimals
	4. perform long division with whole numbers and decimals
	5. add, subtract, multiply, and divide fractions
	6. compute area and volume of geometric shapes using formulas
	7. read line, pie, and bar charts
	8. measures to within accuracy of 1/16 inch
	9. sets up a basic spreadsheet and generates a basic chart
	C. Is able to spontaneously write materials at a readability level of at least 9.0 with:
	1. absence of spelling errors
	2. absence of punctuation errors
	3. absence of capitalization errors
	4. absence of grammatical errors
	5. internal organization
	6. keyboards at a rate of at least 20 WPM
	7. uses a simple word processor

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	D. Is able read materials at a readability level of at least 9.0 and
	1. follow written directions to construct something
	2. answer questions about information presented
	3. reads a basic blueprint and conducts basic computations
	E. Shows knowledge of work related issues
	1. basic work safety rules
	2. awareness of general work sheet regulations
	3. awareness of salary and benefit factors
	F. Is able to orally present basic ideas
	1. makes a classroom presentation using graphics
	2. accurately describes a 3 stage process
	3. participates actively in and occasionally leads team projects
	G. Shows accurate perceptiveness of academic status
	1. completes a personal portfolio of academic and vocational skills
	2. accurately summarizes the results of assessment of basic academic skills
	3. develops and types a personal resume

Enrollment Dates _____ **to** _____

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment _____ to _____.

Class Instructor _____ **Date** _____

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Employability Skills Level 3
Upper Academic Skills Development

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:
The purpose of the course is to provide participants with instruction in the areas of mathematics, reading, oral communication, safety, and work related economics which will allow them to move into a quality post-secondary technical training program without the need for any remedial instruction. The content of the program will approximate the core learning content of a 10th to 12th grade general track curriculum. . This course is the fourth in a hierarchy of four employability courses. It is assumed that participants will be able to demonstrate the competencies contained in the courses Employability Skills Level 1 and 2.

The course will be 60 hours in length, in most cases meeting 20 sessions each three hours in length. A calendar of specific class meetings is developed for each class.

The course is designed for individuals who are currently employed, have a previous work history but who may be looking for employment, who are seeking enrollment in a post-secondary technical training program at the certificate or associate degree level, or who are employed but who are attempting to move to a better paying job and who would like a refresher course on the skills which will are utilized in employment. As part of the course each student's motivation, attendance, work habits, and general interpersonal skills will be monitored. Class content will focus on the academic and communication skills are assumed to be prerequisites for post-secondary training or which are used in the workplace in positions classified above the unskilled level. . At the end of the class the individual will have completed a resume and portfolio of their skills. Guest lecturers from local industry will be used in several class presentations. Reasonable "Homework" will be provided to reinforce class activities.

Each participant will be provided with a written listing of the competencies which the course is designed to develop. As the course progresses the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency checklist will be provided to the student.

Objectives of the course:
1. Provide opportunities for the student to demonstrate "work ethic" skills needed to sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Review advanced level mathematical processes as they relate to work (Fraction and Decimal measurement and conversions, Applied Geometry, and Applied Algebra, Data Collection and Interpretation, Basic Quality Control Concepts, Spreadsheet design and manipulation).
3. Review technical reading skills as they relate to work (Following multi-step directions, memorandums, blueprint reading, information interpretation, etc.)
4. Review types of work related communications (Oral directions, e-mail, business writing,.)
5. Complete career exploration exercises and develop a personal resume and skills portfolio.
6. Complete an interdisciplinary course project.

Course Costs
The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification
Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact
Richard Gacka
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Employability Skills Level 3 - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name _____

Enter % or count	Section 1: Summary Data
	The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.
	1. Percentage of classes attended
	2. Percentage of homework assignments completed
	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3
	0 = Chronic Severe Deficiency - Major problem area **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation
	5. Follows classroom rules
	B. Is able to solve basic work related and personal problems:
	1. perform measurement of physical entities and addition and add, subtract, multiply, divide, and convert fractions, decimals, and mixed numbers.
	2. utilize basic measurement devices found in technical employment, rulers, gauges, calipers, etc.
	3. apply basic formulas to find area and volume of various geometric shapes.
	4. set up spreadsheets and develop line, pie, and bar charts
	5. perform measurements and computations to an accuracy level of .00x.
	6. show the ability to measure and perform calculations involving length, distance, volume, time, temperature, and pressure.
	7. spontaneously and appropriately utilize mathematical terminology pertinent to measurement and/or specific occupational duties.
	8. is capable of making calculations involving balances, interest, averages, profit, and loss.
	9.
	C. Is able to spontaneously develop documents at a readability level of at least 9.0 with:
	1. absence of spelling errors
	2. absence of punctuation errors
	3. absence of capitalization errors
	4. absence of grammatical errors

	5. internal organization
	6. keyboards at a rate of at least 30 WPM
	7. uses a word processor similar to those found in industry to perform page layout functions such as pagination, headings, footnotes, etc.
	D. Is able read technical materials at a readability level of at least 11.0 and
	1. follow written directions to construct something
	2. answer questions about information presented
	3. reads a basic blueprint and conducts basic computations
	E. Shows knowledge of work related issues
	1. work safety rules
	2. awareness of general work site regulations
	3. awareness of salary and benefit factors
	F. Is able to orally present basic ideas
	1. makes a classroom presentation using graphics
	2. accurately describes a 3 stage process
	3. participates actively in and occasionally leads team projects
	G. Shows accurate perceptiveness of academic status
	1. completes a personal portfolio of academic and vocational skills
	2. accurately summarizes the results of assessment of basic academic skills
	3. develops and types a personal resume
	I. Completes an interdisciplinary course project
	1. Drafts a proposal and receives approval of the instructor
	2. Completes a project which involves reading, mathematics, science, and writing.
	3. Presents the project to the teacher for acceptance.

Enrollment Dates _____ **to** _____

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment _____ to _____.

Class Instructor _____ **Date** _____

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

APPENDIX E

June 2, 1997

TO: ALL STAFF

FROM: ADMINISTRATOR

EFFECTIVE: JULY 2, 1997

As of July 2, 1997, until further notice, all new students will return to a 40 hours per week schedule eliminating the 4 hours off on an afternoon. In its place the students will take additional courses such as Industrial Math, Workplace Communications, Blueprint Reading and Principles of Technology. These classes will occur on a regular basis for all newly enrolled students starting Monday, July 7, 1997. The first class to start will be industrial math.

Industrial Math (Each student attends 2 hours x 24 weeks = 48 hours).

	9:00-10:00 a.m.	10:15-11:15	12:00-1:00	1:30-2:30	3:00-4:00
Monday	Welding	MOT A	MOT B	IM	Plastics
Wednesday	Welding	MOT A	MOT B	IM	Plastics

These classes will be mandatory for all new students as of July 2, 1997. Current students in advanced modules of CNC, Tool and Die, HVAC, and Advanced Welding who were enrolled before July 2, 1997, will continue their 1/2 day off as an opportunity to look for employment.

Instructors will advise and share materials with the math instructor to make sure math examples are relevant to each discipline.

A similar class schedule on Tuesdays and Thursdays may be implemented when instructors for other modules and courses are found.

Current Skill Center instructors will continue to use non contact student time per the objectives set forth in the memo of 7/5/94.

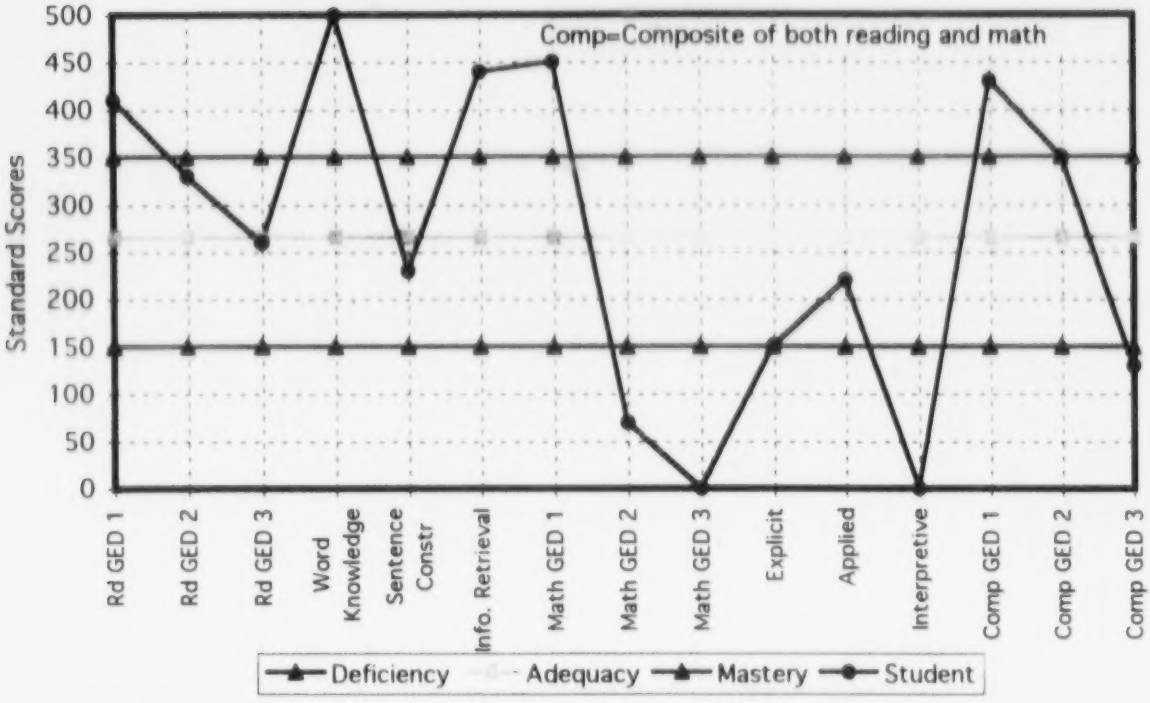
If you have questions or suggestions please see me.

James F. Willats

APPENDIX F

Regional Occupational Skill Center Assessment
Northwest Tri-County Intermediate Unit

WBST Profile: John Sample Doe



WBST GED level 1 tests basic skills in reading and math. In mathematics it measures basic addition, subtraction, multiplication, and division. In reading it measures basic word knowledge, and the understanding of simple grammatical styles. Generally, the content measured at GED Level 1 approximates the material which is taught in mid to upper elementary grades.

WBST GED Level 2 tests somewhat more advanced skills. In mathematics it measures fractions and decimals and the use of basic computations to solve simple problems. In reading it tests more advanced levels and the comprehension of somewhat more difficult reading. Generally, the content measured at GED Level 2 approximates the material taught in grades 6 through 9.

WBST GED Level 3 tests advanced skills. In mathematics it measures the ability to read tables and utilize data to complete multiple step computations to solve more difficult problems. In reading, it tests advanced vocabulary and comprehension. Also at Level 3 the client is asked to interpret and draw inferences from information. Generally, the content measured at GED Level 3 is the material taught in grades 9 through 12.

Studies have indicated that the minimum recommended academic levels for any type of post-secondary training is a GED level of 3 in both reading and math. Ideally, scores at Level 3 should approximate 350 or higher. Scores below 265 in Levels 1 or 2 are indicative of significant difficulty and some "refresher" academic training is strongly recommended prior to the start of actual technical training.

Report Date: 3/28/96

WBST data for		John Sample Doe			
				Prognosis for	
Main WBST Area	Highest GED Level Achieved	Score at achieved GED level.		success in Post-Secondary study	
Total Verbal	3	400		Acceptable	
Total Quantitative	2	500		Marginal	
Total Composite	3	280		Acceptable	
WBST Area	Deficiency	Adequacy	Mastery	Student	Status
Rd GED 1	150	265	350	410	Strong Mastery
Rd GED 2	150	265	350	330	Adequate but Below Mastery
Rd GED 3	150	265	350	260	Moderate Deficiency
Word Knowledge	150	265	350	500	Strong Mastery
Sentence Constr	150	265	350	230	Moderate Deficiency
Info. Retrieval	150	265	350	440	Strong Mastery
Math GED 1	150	265	350	450	Strong Mastery
Math GED 2	150	265	350	70	Extreme Weakness
Math GED 3	150	265	350	0	Extreme Weakness
Explicit	150	265	350	151	Severe Deficiency
Applied	150	265	350	220	Moderate Deficiency
Interpretive	150	265	350	0	Extreme Weakness
Comp GED 1	150	265	350	430	Strong Mastery
Comp GED 2	150	265	350	350	Basic Mastery (85%)
Comp GED 3	150	265	350	130	Extreme Weakness

The Wonderlic Basic Skills Tests measure reading and arithmetic skills up through a basic high school level. The tests use a scoring system developed by the U.S. Department of Labor called "GED Levels." There are six GED levels in the DOL system, GED Level 1 measures very basic skills those that are generally taught the materials that is taught in upper elementary to Jr. High School classes. GED Level 3 measures material that would be taught in general classes in high school. The Wonderlic Tests only measure academic levels up through GED Level 3. Within each GED level the WBST yields a numerical score ranging from zero to 500 with zero being extremely low and 500 being very high. A score of 265 means that the individual correctly answered 65% of the questions at that GED level of difficulty. This level is called minimal adequacy because 65% is not a particularly high percentage correct. A score of 350 means that the individual obtained 85% of the questions at that GED Level correct. This level is called "mastery level" because 85% is thought to reflect correct performance in most cases.

The Department of Labor has also established the minimal GED levels in reading and arithmetic that are needed for success in each occupation. Generally, any occupation requiring post-high school training requires at least a GED level of 3 in reading and math. Individuals who want to go on for some type of skilled training and who obtain a score below 3 at any GED Level in either reading or math should consider some brief "refresher" coursework. Adults scoring below 265 at GED Level 2 show significant academic deficiency and should consider enrolling in an adult math or reading program, preferably one that emphasizes the use of reading and math skills in a vocational context.

The pattern that is evident for most adults shows highest scores at GED Level 1 with somewhat lower scores at GED Level 2 and even lower scores at GED Level 3. Scores at GED levels 1 and 2 should be above 400 reflecting mastery of material up through the Jr. H. S. level. Scores at GED Level three should be at least 265, preferrably above 350.

Both the reading and arithmetic tests also generate supplemental scores in specific areas. In reading, Word Knowledge measures vocabulary, Sentence Construction measures understanding, and Information Retrieval measures the ability to find essential information. In math, Explicit measures basic computation, Applied measures use of problem solving strategies, and Interpretive measures the ability to draw conclusions based on data that is not specifically stated. In each supplemental test the scores range from zero to 500 and are interpreted the same way that the GED Level scores are interpreted. Academic training is available at the Regional Skill Center provided by the Tri-County Intermediate Unit. For information call 866-3105 ext. 223 or 734-5610 Ext. 230.

APPENDIX G

Employability Participant Evaluation
A preliminary analysis

The test analysis for the Corry Employability classes is presented in four graphs, which present information from two perspectives.

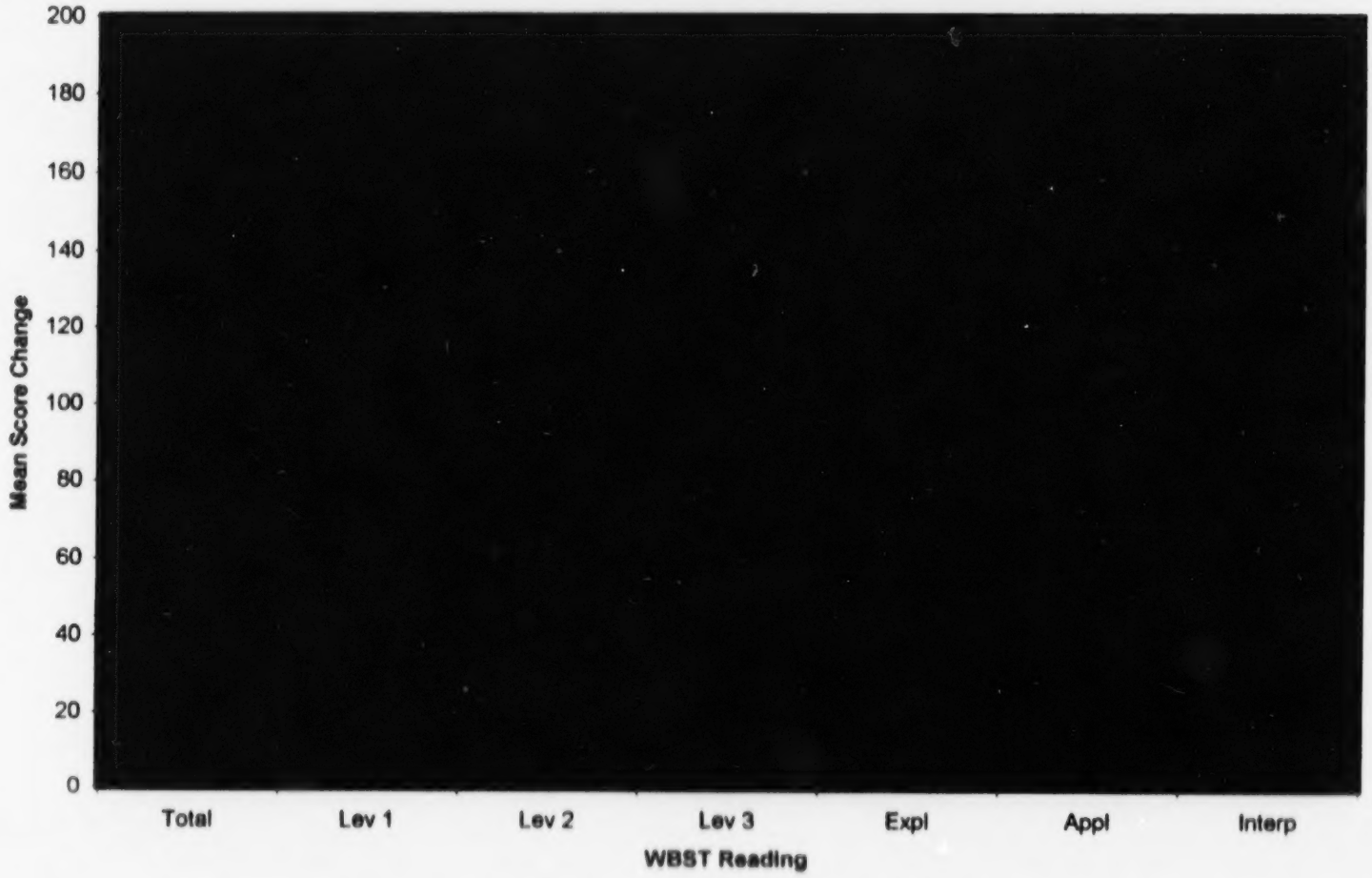
Type of Chart	Chart presented for
Mean score change on pre-post assessment analyzed by employability class level.	Reading Mathematics
Mean pre-post score change for all employability levels combined	Reading Mathematics

Based on preliminary analysis of the data, there appears to be post-test improvement after 60 hours of instruction. The following trends appear in the data:
Greater improvement is seen in math than in reading
Improvement in math is more consistent across all levels of instruction than is improvement in reading.
Improvement appears greater for Level I clients in the area of reading but greater for Level II clients in the area of math.
Improvement in "practical application" of information is the strongest of all growth areas.
Level I students showed minimal growth in math while Level II and III showed significant growth.

The initial data is encouraging in terms of the levels of growth which is observed after 60 hours of instruction. The type of instruction provided in the modules was not reflective of the test used in the study, i.e. the classes did not "teach the test."

While there were some areas where mean scores decreased, the overall data suggests that academic gain was achieved in most areas.

Mean Pre-Post Test Change: Corry Area Employability Classes
Wonderlic Basic Skills Quantitative (Math) Test



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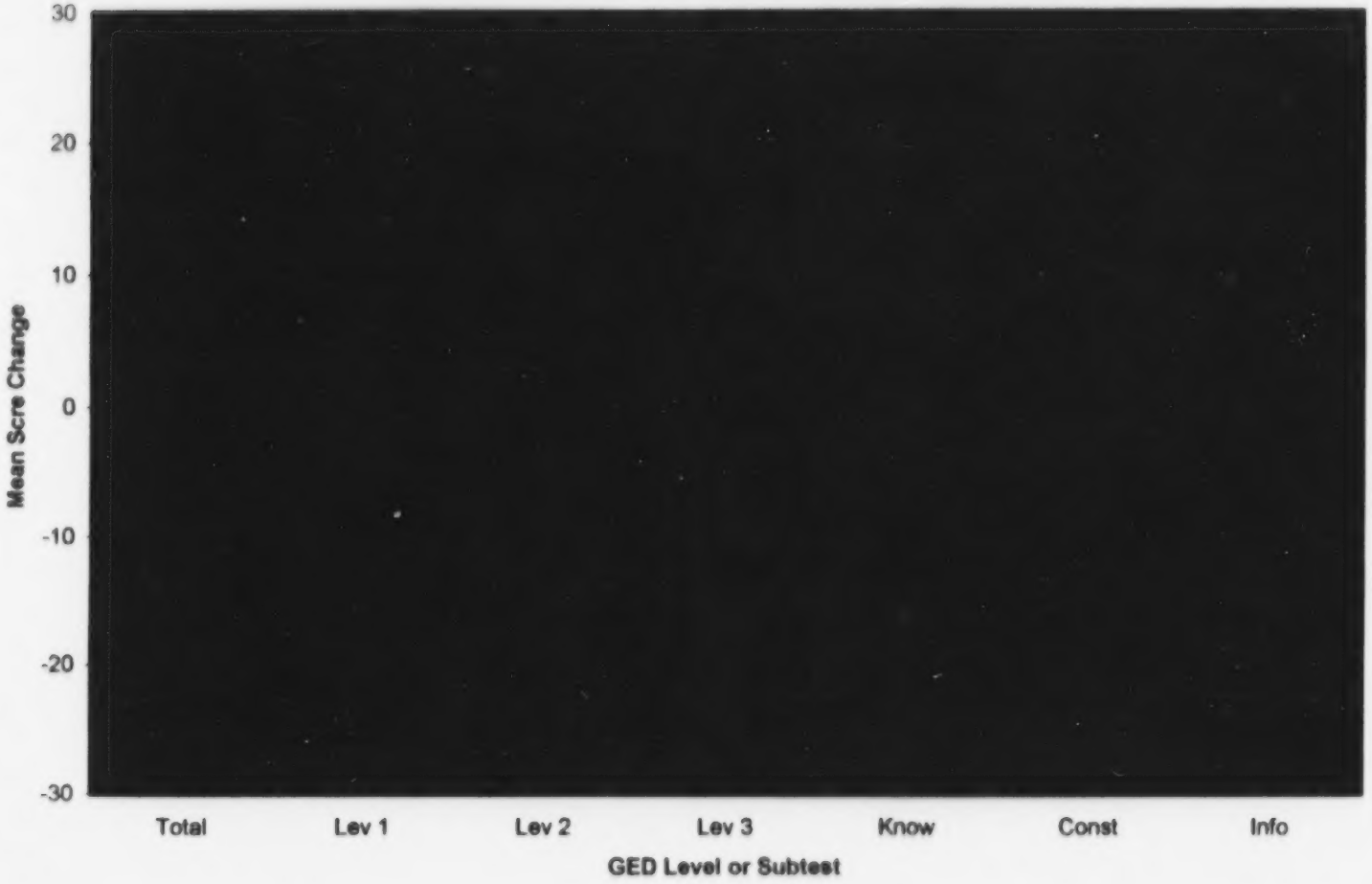
Mean Pre-Post Test Change: Corry Area Employability Classes
Wonderlic Basic Skills Verbal (Reading) Test



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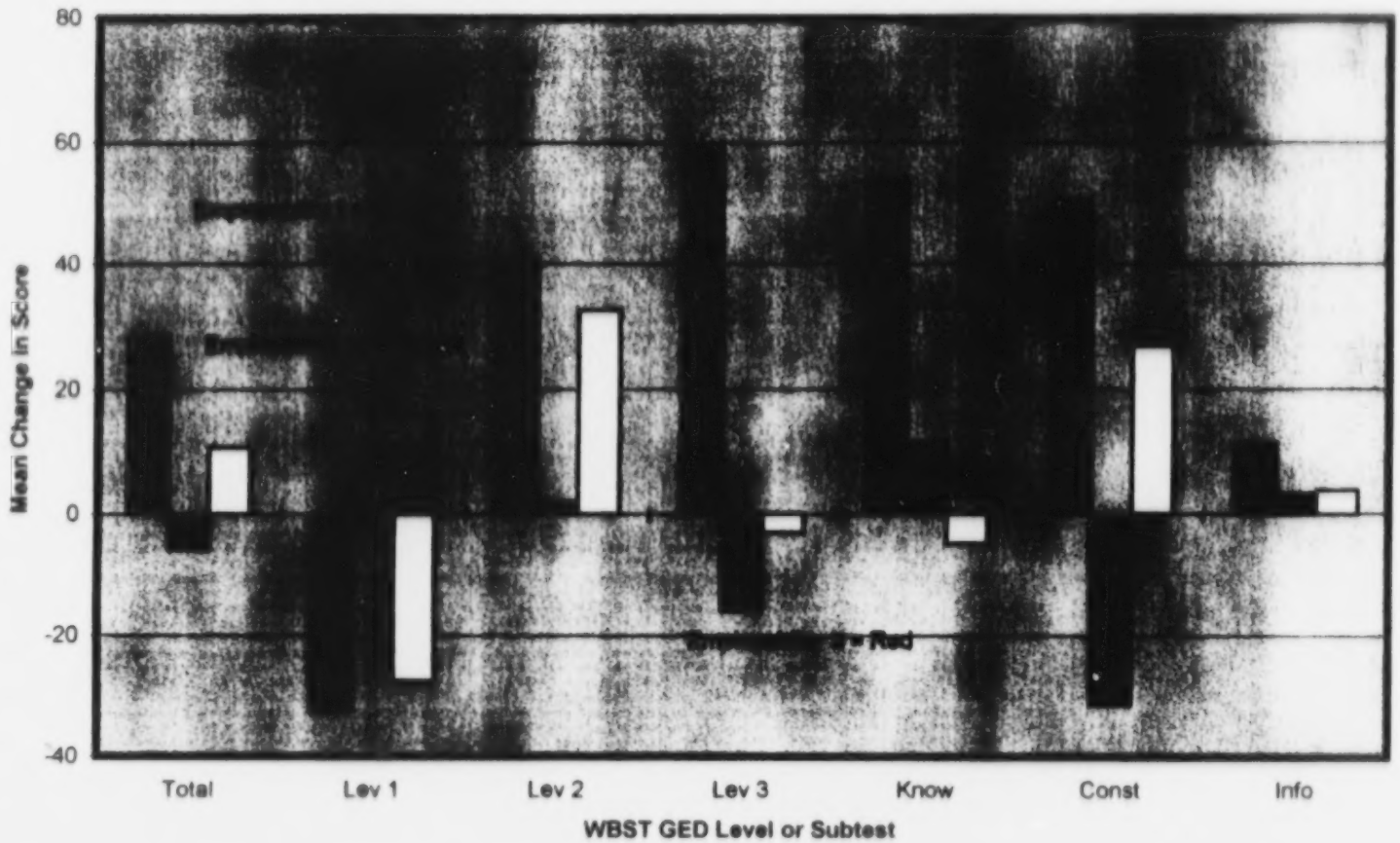
Mean Score Change on WBST Reading Test Grouped by Employability Class Level



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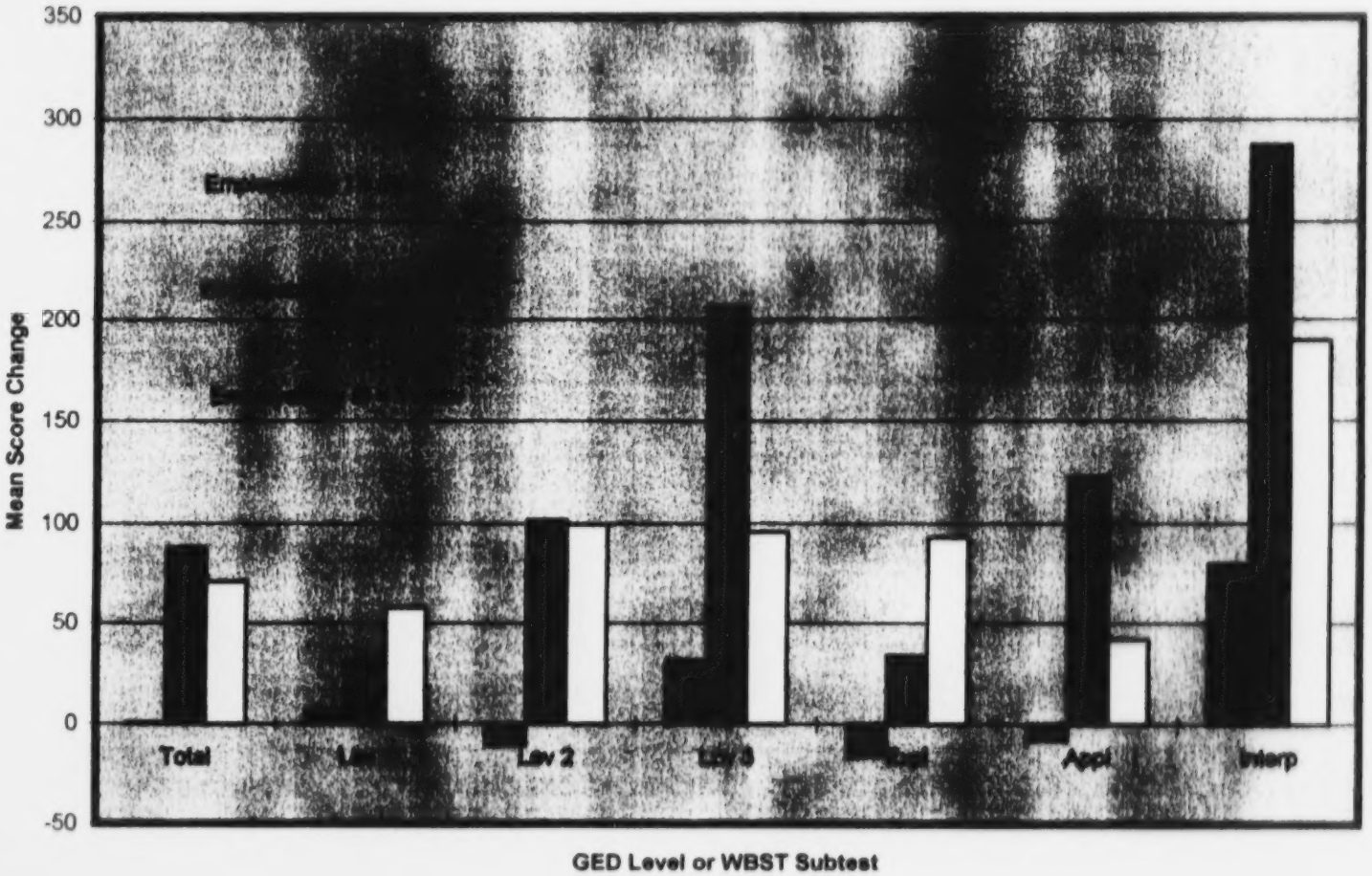
Mean Score Change on WBST Mathematics Test Grouped by Employability Class Level



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APPENDIX H

Employability Skills Level 3 - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name _____

Enter % or count	Section 1: Summary Data The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.
100	1. Percentage of classes attended
3	2. Percentage of homework assignments completed
3	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3 **0 = Chronic Severe Deficiency - Major problem area** **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
3	1. Maintains appropriate grooming and hygiene
3	2. Accepts positive criticism from instructor
3	3. Interacts appropriately with other class members
3	4. Shows initiative and motivation
3	5. Follows classroom rules
	B. Is able to solve basic work related and personal problems:
3	1. perform measurement of physical entities and addition and add, subtract, multiply, divide, and convert fractions, decimals, and mixed numbers.
N/A	2. utilize basic measurement devices found in technical employment, rulers, gauges, calipers, etc.
3	3. apply basic formulas to find area and volume of various geometric shapes.
3	4. set up spreadsheets and develop line, pie, and bar charts
3	5. perform measurements and computations to an accuracy level of .00x.
3	6. show the ability to measure and perform calculations involving length, distance, volume, time, temperature, and pressure.
3	7. spontaneously and appropriately utilize mathematical terminology pertinent to measurement and/or specific occupational duties.
3	8. is capable of making calculations involving balances, interest, averages, profit, and loss.
	9
	C. Is able to spontaneously develop documents at a readability level of at least 9.0 with:
3	1. absence of spelling errors
3	2. absence of punctuation errors
3	3. absence of capitalization errors
3	4. absence of grammatical errors

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2	5. internal organization
3	6. keyboards at a rate of at least 30 WPM
3	7. uses a word processor similar to those found in industry to perform page layout functions such as pagination, headings, footnotes, etc.
	D. Is able read technical materials at a readability level of at least 11.0 and
3	1. follow written directions to construct something
3	2. answer questions about information presented
N/A	3. reads a basic blueprint and conducts basic computations
	E. Shows knowledge of work related issues
N/A	1. work safety rules
	2. awareness of general work site regulations
	3. awareness of salary and benefit factors
	F. Is able to orally present basic ideas
3	1. makes a classroom presentation using graphics
3	2. accurately describes a 3 stage process
3	3. participates actively in and occasionally leads team projects
	G. Shows accurate perceptiveness of academic status
3	1. completes a personal portfolio of academic and vocational skills
3	2. accurately summarizes the results of assessment of basic academic skills
3	3. develops and types a personal resume
	I. Completes an interdisciplinary course project
N/A.	1. Drafts a proposal and receives approval of the instructor
	2. Completes a project which involves reading, mathematics, science, and writing.
	3. Presents the project to the teacher for acceptance.

Enrollment Dates 6/5/97 to 8/19/97

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment _____ to _____

Class Instructor Bill Glass & Eric Hamilton **Date** _____

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

APPENDIX I

From the Developers of ***Principles of Technology*** *and* ***Workplace Readiness***

Agency for Instructional Technology
Box A, Bloomington, IN 47402-0120
(800) 457-4509

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SKILLS FOR THE WORKPLACE • TECH PREP RESOURCES

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PURCHASE

	Standard	Consortium
Each Module	$150	$31
Series (#275-KIT)	$1,795	$465

(Each module includes one videocassette, one instructor's guide, and one student worktext.)

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Student Worktexts (#275-SET-S)	$60	$45 (Set of 15)

Contact AIT for individual module print prices.

Applied Communication was developed by a consortium of state and provincial agencies organized and managed by AIT (1988).

Applied Communication **Modules 1-15 Consortium Members**

AL	CO	GA	IA	MA	MO	NH	ND	PA	TN	WA
AK	CT	HI	KS	MI	MT	NJ	OH	RI	UT	WV
AZ	DE	ID	KY	MN	NE	NM	OK	SC	VT	WI
AR	DC	IL	LA	MS	NV	NC	OR	SD	VA	WY
CA	FL	IN	MD							

VIDEO
Fifteen 20- to 30-minute programs

Fifteen instructor's guides
Fifteen student worktexts

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Modules

Communicating in the Workplace

Introduce the communication process model and examine the importance of effective communication. Examine strategies for overcoming common barriers to effective communication. See examples from a resort hotel and a furniture store.

#275-M01 video/print module
$150 (Standard) **$31** (Consortium)

Gathering and Using Information in the Workplace

Describe communication skills needed for identifying information needs in the workplace. Explore strategies for locating, gathering, reviewing, and synthesizing information on the job. Illustrate examples from a hair salon and a con-

Communicating with Co-workers

Examine the information flow in the workplace. Discuss verbal and nonverbal messages, reflective listening, and assertive communication. Show how these methods are dealt with at a publishing company, and illustrate some co-worker communication difficulties.

#275-M05 video/print module
$150 (Standard) **$31** (Consortium)

Participating in Groups

Explore effective skills for observing, analyzing, and achieving consensus or compromise. Investigate examples of workers who must work together effectively in a sandwich shop and at a business office.

#275-M06 video/print module

Presenting Your Point of View

Examine strategies for planning, organizing, and delivering persuasive messages. Illustrate examples of techniques used among staff at a business office and an agricultural store.

#275-M09 video/print module
$150 (Standard) **$31** (Consortium)

Communicating with Clients and Customers

Review many aspects of communication with clients and customers. Investigate how to identify and interpret nonverbal communication and how to respond to anger or dissatisfaction. Illustrate examples from an automobile showroom and a childcare center.

#275-M10 video/print module
$150 (Standard) **$31** (Consortium)

Evaluating Performance

Examine performance evaluation, how employees can use the results to improve job performance or to clarify their own career goals. Observe examples of performance evaluations at a body shop, supermarket, and cleaning service.

#275-M13 video/print module
$150 (Standard) **$31** (Consortium)

Upgrading, Retraining, and Changing Jobs

Explore the communication skills needed to gather information about job and training opportunities. Examine examples of how and why workers make decisions about upgrading, retraining, and changing jobs.

#275-M14

Starting a New Job

Review employers' expectations of new workers and employees' expectations of new jobs. Show discussions with a variety of employers and employees, and observe workers at a music store starting their jobs.

#275-M04 video/print module
$150 (Standard) **$31** (Consortium)

Investigate exchanging information, requesting information, and presenting problems. Show discussions with supervisors and employees, and examples from a dental lab.

#275-M08 video/print module
$150 (Standard) **$31** (Consortium)

Describe the causes and effects of interpersonal conflict. Identify strategies for preventing and resolving conflict with co-workers, supervisors, and clients or customers. Demonstrate an example of solving conflict on the job.

#275-M12 video/print module
$150 (Standard) **$31** (Consortium)

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Applied Communication
Modules 16 & 17
Consortium Members (as of August 1993)

AL	FL	IA	MS	ND	TN
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AB	HI	ME	NE	PA	VA
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VIDEO
Two 20- to 30-minute programs

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Two instructor's guides

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Modules 16-17

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Expiration Date _____
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Signature _____

Name _____
Title _____
School/Organization _____
Shipping Address _____
City _____ State _____ Zip Code _____
Area Code/Phone _____ Fax _____
Authorized Signature _____

Requests must be received at least three weeks before the desired preview date. AIT will confirm all dates in writing. Preview materials must be returned on time or a late fee

These two new modules will be shipped to you with an invoice for a 30-day evaluation. Within those 30 days, you must make your purchase and send full payment or return

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Printed in USA

Informational Program
"About *Applied Communication*" provides teachers with an introduction to the curriculum, explains the structure of the modules, suggests a variety of ways to use them, and points out the growing need for communication skills. **Free** with purchase of series (Modules 1-15).

The Learning Source

800-457-4509

APPENDIX J

Kenneth Miller, told them he returned to his house after being out for about 20 minutes to find an unfamiliar Chevy Blazer parked in his driveway.

A man, later identified as Hughes, ran out and jumped in the Blazer, Miller said. When the driver ignored Miller's order to stop, Miller fired a shot from his .22-caliber pistol through the windshield.

Not illegal to cut off own privates

JOHNSTOWN, N.Y. (AP) — A man who claimed an intruder cut off his penis actually clipped it himself to discourage a man who was attracted to him.

Earl Zea, 34, cut off his own penis with pruning shears so that a man, whose name was not released, would find another target for his affection, Fulton County District Attorney Polly Hoye said.

Zea, who drove himself to a nearby hospital, told police an intruder maimed him while he slept in his living room Saturday night. Police became suspicious after noticing blood stains in the bathroom and not the living room, however.

Zea admitted Wednesday he made up the story, but will only been charged with falsely reporting an incident.

"It's not against the law to remove your own penis," Ms. Hoye said.

ley Lake areas an opportunity to hear what this year's bond issue entails, and to pose questions to the project's architect and engineer.

Superintendent Robert Reagle said this project concerns "the bare innards of the building," which includes upgrades at Clymer Central School, the Findley Lake School and bus garages at both of those buildings.

Vern McKissick of Hayes

ing, heating, electrical and lighting systems;

- Bringing heating and ventilation systems up to state standards;
- Modifications to comply with the Americans with Disability Act (ADA);
- Upgrading fuel oil tanks to meet mandatory 1998 standards.

Improvements at Findley Lake will include improve-

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Intermediate Unit continues job preparation courses here

by Matt Hanley

The Northwest Pennsylvania Tri-County Intermediate Unit plans to hold a second session of work force preparation courses in Corry due to the success of a pilot program in early March.

The free "Work Force Prep" program ties together adult continuing education and the workplace.

It provides two instructional levels for employed and unemployed residents with the skills they need to survive in ever-changing work settings.

The I.U. recently said the Corry pilot program, held in the Smith Education Center, is the most successful compared to the ones at the Erie Job Center and the Regional Occupational Skills Center in Erie.

Al Post, director of the local program for the I.U., said all eight adults who began the Level I program are expected to finish, while 20 of 22 in Level II are still actively attending classes.

"Most importantly, a lot of people have gotten jobs since we started this program. I would say, better than half," Post said.

Meanwhile, one local manufacturer encourages its prospective employees to participate in "Work Force Prep."

Viking Plastics Vice President Harold "Skip" Simmons III said, although the program does not guarantee a job, "we are really excited about it."

The deadline to sign up with the Corry Higher Education Council for the next session is Friday, May 16. The mandatory orientation meeting will be Wednesday, May 28, at 7 p.m. in the Smith Education Center.

The evening classes will be held twice a week, beginning the week of June 2. They will run for 10 or 11 weeks for a total of 50-60 hours.

Participants receive a "certificate of employability" issued by the Intermediate Unit, plus a list of competencies to show their current or prospective employers.

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4/1/97

NOTICE TO OFFICE SERVICE PERSONNEL

PLEASE READ THE ATTACHED LETTER FROM THE NORTHWEST TRI-COUNTY INTERMEDIATE UNIT REGARDING NEW HIRE TRAINING. THIS TRAINING IS BEING OFFERED IN CORRY AT THE HIGHER EDUCATION CENTER.

THERE ARE CURRENTLY FULL TIME OPENINGS IN THE MOLDING AND ASSEMBLY DEPARTMENTS. TO BE ELIGIBLE TO APPLY FOR THESE POSITIONS, CANDIDATES MUST HAVE SUCCESSFULLY COMPLETELY THIS NEW HIRE TRAINING, OR HAVE PASSED THE BASIC MATH, READING AND LEARNING ABILITY ASSESSMENT.

INTERESTED PERSONS SHOULD CONTACT:

AL POST
NORTHWEST TRI-COUNTY INTERMEDIATE UNIT (ERIE OFFICE)
(814) 866-3105 (EXT.)232

IF YOU HAVE ANY QUESTIONS PLEASE SEE BILL BENSON.

Bill

APPENDIX K

Adult Education Employability Class

Step 1: Employers refer potential applicants to employability classes as a prerequisite for an interview.

Step 2:
1. Students attend a 60 hour work preparation program:

2. Curriculum units are developed with input from local employers to assure that the curriculum reflects their needs

3. Student's performance is monitored and a competency checklist is developed

4. A site "contact" maintains familarity with the status of all students

5. A certificate of completion and a performance summary is presented to the student at the end of the session.

6. A record of the performance of completers is maintained.

Step 3: Employers with positions to fill call the designated program contact person

Step 4: The program contact submits the names of recommended persons from the "pool" of program completers

Step 5: Employers draw individuals for interviews from the "pool" of individuals attending, the program.
1. The company requests the student's competency summary with the application
2. The company can attend a class session to talk to current students and describe their employment needs.

APPENDIX L

The following table shows the average general scores by GED level for high school students involved in the WBST normative population.

Norms*	TOTAL	GED 1	GED 2	GED 3
Composite	295	433	293	151
Verbal	294	420	320	206
Quantitative	294	443	263	93

Based on the field test population the median WBST scores by job title and training program are as follows:

	Verbal				Quantitative			
Occupation	[illegible]	[illegible]	[illegible]	TOTAL	GED1	GED2	GED3	TOTAL
[illegible]	[illegible]	420	[illegible]	370	500	350	100	345
[illegible]	[illegible]	400	[illegible]	400	260	0	255	255
[illegible]	500	350	205	350	500	295	25	310
Test Service	500	283	138	265	500	318	0	265

Additional supplemental scores are provided for both the Verbal and Quantitative scales. Scores are provided in the areas of Word Knowledge, Sentence Construction, and Information Retrieval. For the Quantitative test, sub-scales for Explicit, Applied, and Interpretative skills are provided.

The WBST is a new assessment instrument, being published in 1994. The Tri-County Intermediate Unit participated in the norming of the instrument along with 300 schools, government agencies, and private businesses.

GENERAL EDUCATIONAL DEVELOPMENT

(Information taken from Handbook for Analyzing Jobs, U.S. Department of Labor)

General Educational Development (GED), a component of Worker Characteristics, embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of "tool" knowledge, such as language and mathematical skills. This is education of a general nature which does not have a recognized, fairly specific occupational objective. Ordinarily, such education is obtained in elementary school, high school, or college. However, it may be obtained from experience and self study.

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	REASONING AND [illegible] DEVELOPMENT	MATHEMATICAL DEVELOPMENT	LANGUAGE DEVELOPMENT
LEVEL 2	Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform all arithmetic operations involving all American monetary units.	Reading: Passive vocabulary of 5,000-6,000 words. Read at rate of 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes. Writing: Write compound and complex sentences using cursive style, proper end punctuation, and employing adjectives and adverbs. Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct [illegible] in word order, using present, perfect, and future tenses.
LEVEL 3	Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Compute discount, interest, profit and loss; commission, markup, and selling price; ratio and proportion; and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables, and square roots and radicals. Geometry: Calculate plane and solid figures, circumference, area, and volume. Understand kinds of angles and properties of pairs of angles.	Reading: Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work. Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech. Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.
L[illegible]	Apply principles of rational systems to solve practical [illegible] and deal with a [illegible] variables in [illegible] situations. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form	Algebra: Deal with system of real numbers: linear, quadratic, rational, exponential, logarithmic, [illegible] and circular functions, and inverse functions; related algebraic solution of equations and inequalities; limits and [illegible]; and probability and [illegible]. Geometry: Deductive axiomatic geometry, plane and solid, and rectangular coordinates. Shop Math: Practical application of fractions, percentages, ratio and proportion, measurement, logarithms, practical algebra, geometric construction, and essentials of trigonometry.	Reading: Read novels, poems, newspapers, periodicals, [illegible], manuals, dictionaries, [illegible], and encyclopedias. Writing: Prepare business letters, expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style. Speaking: Participate in panel discussions, dramatizations, and debates. Speak extemporaneously on a variety of subjects.

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WBST

Most skilled positions require a GED Level of 3. A GED level of zero or 1 indicates academic skills inadequate for general employment. A GED Level of 1 is equivalent to a 4th grade level.

Within each GED level, a general score of 265 indicates that the individual correctly answered 65% of the items. A score of 350 indicates mastery of the material at that GED level.

The composite score is an indicator of overall academic skill.

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Scale of General Educational Development (GED)

Mathematical Development	Language Development
Level 3	**Level 3**
Compute discount, interest, profit and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. **Algebra:** Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. **Geometry:** Calculate plane and solid figures: circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.	**Reading:** Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work. **Writing:** Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech. **Speaking:** Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.
Level 2	**Level 2**
Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.	**Reading:** Passive vocabulary of 5,000-6,000 words. Read at rate of 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes. **Writing:** Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs. **Speaking:** Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.
Level 1	**Level 1**
Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.	**Reading:** Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers. **Writing:** Print simple sentences containing subject, verb and object, and series of numbers, names, and addresses. **Speaking:** Speak simple sentences, using normal word order, and present and past tenses.